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OREGON NORMAL SCHOOL BULLETIN

MONMOUTH, OREGON

CATALOGUE NUMBER
1918-1919

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NORMAL SCHOOL BUILDING

WOMEN'S DORMITORY

SENIOR COTTAGE

GYMNASIUM

CHAPEL, SUMMER SCHOOL, 1916

ELKINS' CENTER

MOUNTAIN VIEW CENTER

OAK POINT CENTER

TRAINING SCHOOL AT INDEPENDENCE

OREGON NORMAL SCHOOL BULLETIN

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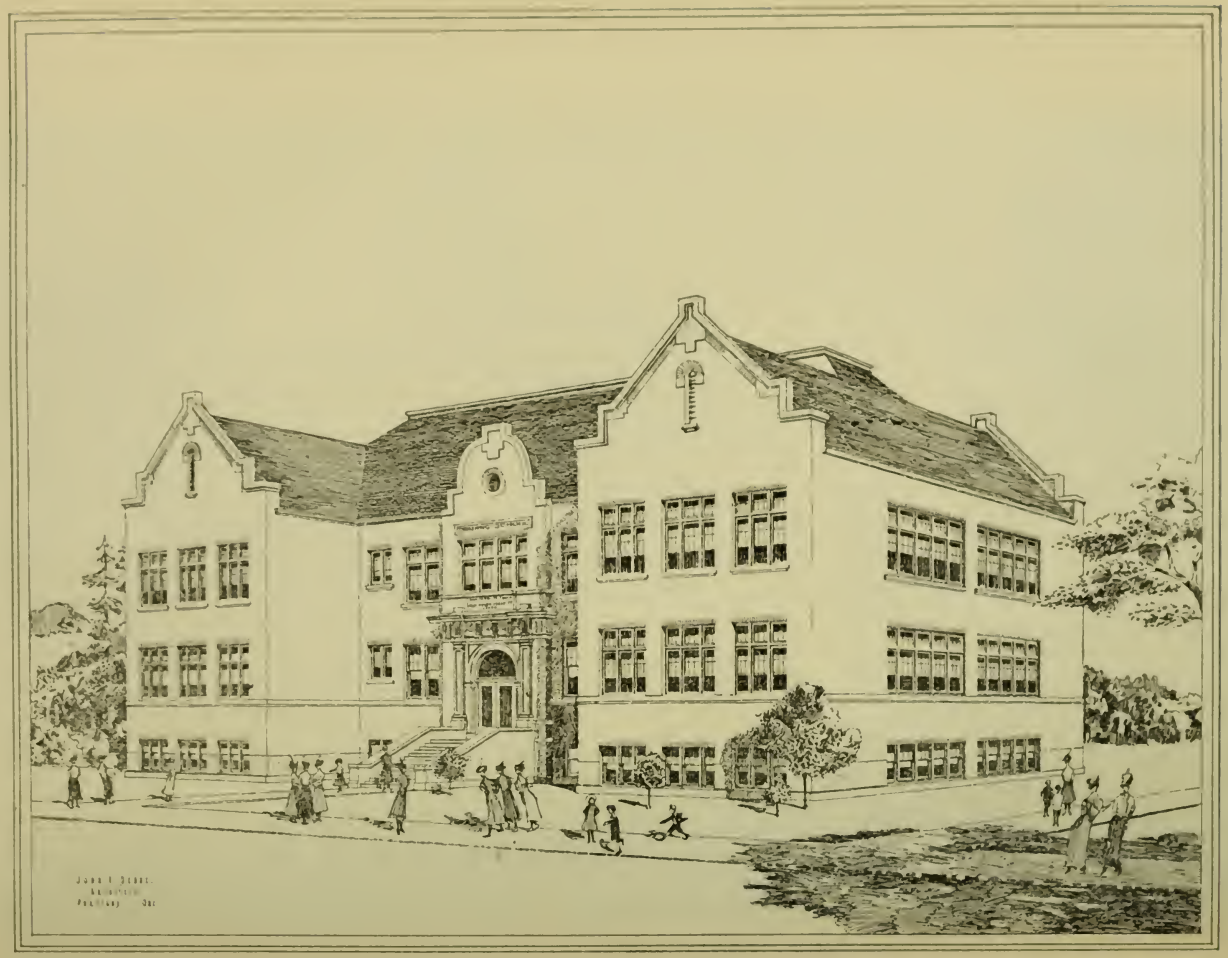
SALEM, OREGON:
STATE PRINTING DEPARTMENT
1917



TRAINING SCHOOL—MONMOUTH

BOARD OF REGENTS OF NORMAL SCHOOLS

REGENTS *EX-OFFICIO*

James Withycombe, Governor.....Salem
Ben W. Olcott, Secretary of State.....Salem
J. A. Churchill, Superintendent of Public Instruction.....Salem

REGENTS BY APPOINTMENT

Henry J. Maier, term expires July 1, 1918.....The Dalles
E. E. Bragg, term expires July 1, 1919.....La Grande
H. G. Starkweather, term expires July 1, 1920.....Milwaukie
C. L. Starr, term expires July 1, 1921.....Portland
W. C. Bryant, term expires July 1, 1922.....Moro
Cornelia Marvin, term expires July 1, 1923.....Salem

OFFICERS OF THE BOARD

James Withycombe, President J. H. Ackerman, Secretary

STANDING COMMITTEES

Executive—The President, Regents Churchill and Marvin
Finance—Regents Olcott, Starr and Maier
Teachers—Regents Bryant, Starkweather and Bragg
Libraries—Regents Marvin, Bragg and Maier
Course of Study—Regents Churchill, Starr and Bryant

President of the Faculty.....J. H. Ackerman, Monmouth

FACULTY

NOTE—The names of the faculty are arranged in accordance with their years of service in the Oregon normal school and, also, alphabetically.

ACKERMAN, J. H. (State Normal School, Milwaukee, Wisconsin; Honorary Degree, Oregon Agricultural College)
President

BUTLER, J. B. V. (Christian College and Oregon Normal School)
Department of History and Civics

*EVENDEN, E. S. (Leland Stanford Junior University; Oregon Normal School)
Department of Education

GENTLE, THOMAS H. (Illinois State Normal University, and University of Jena, Germany)
Department of Training

OSTIEN, H. C. (Ohio Normal University; Illinois Wesleyan University; Nebraska State University)
Department of Mathematics

PARROTT, ROSA B. (University of Arizona; University of Chicago Summer School)
Department of English

WEST, MABEL G. (Knox College, Galesburg, Illinois; University of Illinois Library School)
Department of Libraries

* On leave of absence attending Columbia University.

TODD, JESSICA S. (Geneva College, Beaver Falls, Pennsylvania)
Dean of Women

BUTLER, MYRA H. (Brown University, Providence, Rhode Island; Teachers' College, Columbia University; University of Nebraska)
Department of Domestic Science and Domestic Art

GILMORE, L. P. (Lehigh University, South Bethlehem, Pennsylvania)
Department of Science

HOHAM, MARY (Oberlin College and Conservatory; American Institute of Normal Methods, Harvard Summer School)
Department of Music

KENNON, LAURA H. (University of Oregon)
Assistant in English

PITTMAN, MARVIN S. (Millsap's College, Jackson, Mississippi; Tulane and State Universities of Louisiana)
Department of Rural Schools and Institute Instructor

TAYLOR, LAURA J. (Normal Training School, Tacoma, Washington; University of Washington; Teachers' College, Columbia University)
Department of Physical Education

GREENE, ALBERTA MAE (Thomas Normal Training School; University of California, Berkeley; Montana State Agricultural College)
Department of Art

BURTON, WILLIAM H. (Oregon Normal School; University of Oregon; Teachers' College, Columbia University)
Assistant in Education

IDE, ARCHIE L. (Hamline University; University of Washington; University of Pennsylvania; Summer Sessions at Washington State Normal, Cheney; Washington State College)

LEVIS, MAY (Slippery Rock State Normal, Slippery Rock, Pennsylvania; University of Chicago)

PHILBROOK, MADGE (University of Washington)
Assistant in Music

VALCK, OLIVE (Oregon Normal School)
Assistant in Art

TRAINING SCHOOL DEPARTMENTS

GRADES

GENTLE, THOMAS H. ..... Principal

MONMOUTH

MCINTOSH, ALICE A. (State Normal School, Whitewater, Wisconsin)
Critic—Grades Seven and Eight

RADABAUGH, MAMIE (Oregon Normal School; University of California Summer School)
Critic—Grades Five and Six

DINIUS, LILLIAN (Manchester College, Indiana State Normal; Indiana State University; Chicago University)
Critic—Grades Three and Four

RIECKER, ELIZABETH C. (Alma College, Alma, Michigan; City Training School, Detroit, Michigan; Valparaiso University, Valparaiso, Indiana; Teachers' College, Columbia University, New York City)
Critic—Grades One and Two

INDEPENDENCE

ARBUTHNOT, KATHERINE (Des Moines High School; Columbia University, Summer School; Oregon Normal School)
Critic—Grades Seven and Eight

WILLIAMS, GRACE (Oregon Normal School; University of California Summer School)
Critic—Grades Five and Six

HOUX, KATE (Oregon Normal School; University of Chicago Summer School)
Critic—Grades Three and Four

DEVORE, EMILY (Oregon Normal School; Cedar Falls Normal School Summer School)
Critic—Grades One and Two.

RURAL

PITTMAN, MARVIN S.....Principal

MOUNTAIN VIEW CENTER

TIRRILL, MRS. NELLIE G. (State Normal, Winona, Minnesota, 1898; State University, Madison, Wisconsin, 1901)
Supervisor—All Grades

ELKINS CENTER

CARSON, GLADYS (Oregon Normal School; Willamette University)
Supervisor—All grades

OAK POINT CENTER

HILL, FLORENCE (Oregon Normal School)
Supervisor—All grades

BRAMBERG, ALLIE F.
Clerk and Registrar

SCOTT, JOHN
Head Janitor

RAILROAD FACTS

Monmouth may be reached as follows:

1. Trains leave Union Depot, Portland, at 7:15 a. m. and 3:50 p. m.

2. Trains leave Albany via Corvallis and Independence at 5:45 a. m. and 12:55 p. m.

3. Trains leave Salem via Salem, Falls City & Western Railway at 9:35 a. m., 1:40 p. m., 3:45 p. m. and 6:00 p. m.

4. Tickets may be purchased and baggage checked to Monmouth from any point on the Southern Pacific and O.-W. R. & N. via Portland and Albany, and also over the C. & E. via Albany.

5. Rates of one and one-third on the certificate plan may be secured, for a summer school session, over all the above named roads, including the Klamath Falls branch; *provided*, that *fifty receipts* are presented to the president of the school; therefore, *be sure to take a receipt for fare paid, when purchasing tickets for a summer session.*

CALENDAR, 1917-1918

First Semester, September 24, 1917, to February 8, 1918

First Term

Entrance and enrolment	September 24
School organized	September 25
Term ends	November 23

Second Term

Enrolment	November 24
Thanksgiving recess	November 28 to December 2, inclusive
Holiday vacation	December 24 to January 3, inclusive
Semester ends	February 8

Second Semester, February 11 to June 19, 1918

Third Term

Enrolment	February 9
Term ends	April 12
Easter recess	March 30 to April 1, inclusive

Fourth Term

Enrolment	April 13
Semester ends	June 19

PROGRAM FOR COMMENCEMENT WEEK

Saturday, June 15	President's Luncheon—Junior Prom.
Sunday, June 16	Baccalaureate Sermon
Monday, June 17	Faculty Reception—Class Play
Tuesday, June 18	Last Chapel and Class Day—Alumni Picnic—Alumni Program Banquet
Wednesday, June 19	Commencement

SIX WEEKS' SUMMER TERM, 1918

Entrance and enrolment	June 24
School organized	June 25

CALENDAR FOR 1918-1919

Entrance and enrolment	September 16
School organized	September 17

CALENDAR 1918-1919

First Semester, September 16, 1918, to January 31, 1918

First Term

Entrance and enrolment ..... September 16
School organized ..... September 17
Term ends ..... November 15

Second Term

Enrolment ..... November 16
Thanksgiving recess ..... November 27 to December 1, inclusive
Holiday vacation ..... December 23 to January 5, inclusive
Semester ends ..... February 7, 1919

Second Semester, February 10, 1919, to June 18, 1919

Third Term

Enrolment ..... February 8
School organized ..... February 10
Term ends ..... April 11

Fourth Term

Enrolment ..... April 12
Easter recess ..... April 19 to April 21, inclusive
Semester ends ..... June 18

PROGRAM FOR COMMENCEMENT WEEK

Saturday, June 14 ..... President's Luncheon—Junior Prom.
Sunday, June 15 ..... Baccalaureate Sermon
Monday, June 16 ..... Faculty Reception—Class Play
Tuesday, June 17 .....
..... Last Chapel and Class Day—Alumni Program and Banquet
Wednesday, June 18 ..... Commencement

SIX WEEKS' SUMMER TERM, 1919

Entrance and enrolment ..... June 23
School organized ..... June 24

CALENDAR FOR 1919-1920

Entrance and enrolment ..... September 15
School organized ..... September 16

OREGON NORMAL SCHOOL

Upon arriving, a list of boarding places and rooms will be furnished on application to the dean of women. In order that the best sanitary conditions may be secured all boarding places will be inspected and no place will be recommended by the dean that does not have a favorable report. The normal school is co-educational, but it is recommended that men and women have rooms in separate rooming houses. The dean will not recommend boarding and rooming houses, except with the idea that such houses, so far as rooming is concerned, will be exclusively for men on the one hand, or exclusively for women on the other. Baggage should usually be left at the depot until a home is secured.

FACULTY

There is a strong faculty of twenty-nine persons thoroughly qualified for the work of training teachers in all lines of work.

BUILDING AND EQUIPMENT

The main building is a large brick structure, well adapted to the work of the normal school. It includes twenty-two classrooms and laboratories, library, and an assembly hall with a seating capacity of 1,000. It is heated by steam and lighted by electricity.

THE GIRLS' DORMITORY

Accommodations are provided in the dormitory and in the senior cottage for one hundred and thirty women. Each room is nicely furnished with all bedding, bed linen, towels, etc., no student being required to furnish anything except her personal belongings. All laundry except individual laundry will be done at the institutional laundry. The student may do her washing and ironing at the institutional laundry at a small fee for the use of the laundry. Light will be charged for extra on the club plan. All loss or damage to bedding or furniture will be charged up to the room holder. The student who is so fortunate as to secure accommodations in the dormitory or cottage will have all the conveniences of the most cultured home.

The following scale of prices will be in effect for the year 1917-18:

*Room rent per week, payable monthly in advance.....$1.00
*Board per week, payable monthly in advance..... 4.00
Deposit fee returnable after having lived in house for the semester.
(Room deposit holds room until Wednesday of the week school opens.)
No reduction for meals or room will be made unless absent for more than one week.

* The aforesaid prices are subject to change.

It is suggested that women who plan to live in the dormitory provide themselves with shoe bag and laundry bag to be fastened to the closet door. The door is twenty-four inches wide. Each girl provides her own dresser scarf. Dresser forty-two by nineteen inches.

DOMESTIC SCIENCE AND ART

Adequate and well-equipped rooms are provided in the training school building for the domestic science and domestic art departments.

GYMNASIUM

The gymnasium is a brick building and well equipped with hot and cold baths, dressing rooms, and a good-sized floor suitable for instruction purposes and the playing of such games as basketball, indoorball, volleyball, and the like.

TRAINING SCHOOL BUILDING

The new $50,000.00 training school building has been especially planned for training school purposes and is equipped with the most modern equipment.

EXPENSES

The expenses are nominal and every means are used to keep the expenses of a student at a minimum.

The enrolment fee is $6.00 per semester.

There is also a student body fee of $1.00 per semester; also a lyceum course fee of 75 cents per semester. All of these fees are payable to the registrar. No programs are made until a receipt for fees has been presented to the president. In no case are fees refunded. No additional fee is required for vocal music and art. Private lessons will be given by private piano instructors at reasonable rates.

ROOM AND BOARD

Living expenses in private homes are as low as they are in any school city in Oregon, and range as follows: Furnished room and table board from $5.00 to $5.50 per week; furnished room without table board, $2.00 per week; unfurnished room without table board, 50 cents per week.

Some students reduce their expenses in various ways. Some rent rooms and board in clubs; some do light housekeeping. There are a great variety of ways whereby students may economize if they desire so to do. Employment in and about the buildings will be furnished whenever practicable. There are many opportunities for really capable students to meet a part of their living expenses by assisting in the housework of private families. When such additional duties are undertaken, however, it is better for the student not to attempt the entire work of any class, but to take one or two semesters longer to complete the course and thus avoid overwork.

STUDENTS' RULES AND REGULATIONS

The school fixes few arbitrary rules or restrictive regulations. Those students only are admitted who are believed to have well formed and correct habits. Both in the school and elsewhere they are expected to maintain the attitude and bearing of cultivated people, and to be governed by principles of morality and honor.

The courtesies and requirements of good society apply to the management of the students' in respect to personal associations, so far as the conditions under which the students live make possible. It is expected that under no conditions will lady students permit gentlemen to call upon them in their lodging rooms, and persons keeping boarding houses will be held responsible for such violations.

No student shall ride or drive unless accompanied by a chaperone, approved by the dean of women. No young lady shall receive calls from gentlemen except on Friday, Saturday or Sunday. No student may leave town without the consent of the dean of women, Independence not included. The rules governing social affairs shall be the same in the homes as in the dormitory.

Any apparent infraction of the rules governing the social life of a student living at the house of any householder coming to the notice of such householder shall immediately be reported by such householder to the dean of women. The dean of women holds the right of forbidding students to live at places where these reasonable conditions are not enforced.

Student life and success calls for systematic and careful study of the lessons assigned. Students shall be in their rooms by 7:30 and shall retire by 10:30 p. m.

Men students and women students are not allowed to room at the same house. This includes men roomers other than students.

All social functions of the school must be chaperoned, and such chaperoning must be approved by the dean of women prior to the date of such social function.

Students, while in the building, and not in classrooms, must remain in the library during the vacant recitation, unless excused by the president.

Chapel exercises will be held each day during the term. All students are required to be present at these exercises, unless excused by the president.

No student shall engage in dancing while a member of the Oregon normal school except in the normal gymnasium or in the home of a member of the faculty; *provided,* that this shall not apply to a student when at home during vacation.

PUBLIC LECTURES AND ENTERTAINMENTS

Students have the privilege, at cost, of attending a fine course of lectures, concerts, and entertainments each year. These courses are sold at a low price in consideration of their merit. There is no better arrangement anywhere than is found possible to maintain here, so that the educational advantages are greatly increased. The following lectures and entertainments have been given during the years 1916-1917:

First Semester—1. Melting Pot Company present Israel Zangwill's great American drama, "The Melting Pot."

2. Hartridge Whipp Lecture—recital.

Second Semester—1. Schildkref's Hungarian Orchestra.

2. Ida M. Tarbell.

3. Gudrun Thorne-Thomsen.

In addition to the regular entertainment course and chapel speakers, a number of excellent motion pictures have been given in the chapel. Among them were: "Civilization," Frederick Warde's "King Lear," "The Battle Cry of Peace," and Helen Hunt Jackson's "Ramona."

The course as arranged for the year 1917-1918 is:

Ben Greet Players (Merchant of Venice).

Dr. R. Conwell (Acres of Diamonds).

Ernest Gamble Concert Party.

Edmund Vance Cooke.

In addition to the regular entertainment course, the school has had special programs for Lincoln's and Washington's

OFFICE OF REGISTRAR

Birthday, Patriotic Day and Decoration Day. Besides the regular faculty speakers, the following eminent men and women of the state have spoken before the student body:

Governor Withycombe, Salem; State Superintendent J. A. Churchill, Salem; Reverend Cline, Portland; City Superintendent Todd, Salem; Prof. Frederick Dunn, University of Oregon, Eugene; Eva Emery Dye, Oregon City; Dean John Alden, Willamette University, Salem; Mrs. George McMath, President Oregon Congress of Mothers and Parent-Teachers' Association, Portland; R. A. Booth, Eugene; Attorney General Brown, Salem; John Gill, Portland; E. J. Adams, State Highway Commissioner, Eugene; Mrs. Mabel Holmes Parsons, University of Oregon, Eugene; Mrs. Sylvia Thompson, Representative, Wasco County; Mrs. H. H. Heller, Boys' and Girls' Aid Society, Portland; C. L. Starr, Regent, Portland; Mrs. Charles H. Castner, President of Federated Clubs; F. J. Tooze, Superintendent of Schools, Oregon City; Miss Cornelia Marvin, Regent, Salem.

LITERARY SOCIETIES

There are three literary societies at the normal: One, the Normals, for the men; two, the Vespertines and Delphians, for the women. The society work is both enjoyable and beneficial. There are two aims in the work: First, to do work that will assist in developing the powers of the students; and second, to give the student some ideas which he may use in forming programs of his own.

To meet these ends the work is necessarily varied in character. This year patriotic features have formed an important part of many programs and have been the inspira-

tion for several entire evenings. In addition to this the usual readings, debates, impromptu speeches, current events, book reviews, talks, musical numbers, drills, folk dances, etc., have been given. President Ackerman, Miss Taylor, Miss Greene, Mr. Pittman and Mr. Gilmore were among the faculty speakers who appeared on the programs. Among the plays and playlets given were: Kate Douglas Wiggins' "The Birds' Christmas Carol" and "The Old Peabody Pew"; Longfellow's "Pandora" and "The Passing of Hiawatha"; the folk plays "The Silver Thread" and "Snow-White and Rose-Red"; Master Skylark (Shakespeare's time) ; Anatole France's "The Man Who Married a Dumb Wife"; "The Pioneers (a pageant) ; "Old Pipes and the Dryad"; and the inter-society play Marion Craig Wentworth's "The Flower Shop."

In addition to these, readings, book reviews, debates, impromptu speeches, etc., are given; thus giving the student valuable suggestions for making up a well-rounded program.

NORMAL UNITS

A normal unit is a subject running one year, five times a week, with recitations not less than forty-five minutes in length. Normal units required to complete the several courses are as follows:

(a) *Standard Normal Course:* Ten units above the completion of a four-year high school course.

(b) *Elementary Course:* Five units above the completion of a four-year high school course.

(c) *For Supervisors' Course, Rural Course, Primary Course, Domestic Science and Art Course, and Library Course,* students will be granted standard or elementary diplomas when the requirements of said courses have been complied with. (See description of courses.)

There are two ways of securing admission to the school: First, by credentials; second, by examination.

ENTRANCE REQUIREMENTS

The following change has been made in the present entrance requirements of the Oregon normal school:

Beginning with September 1, 1917, the minimum requirements for entrance to the Oregon normal school shall be the completion of the fourth year of a standard four-year high school, or the equivalent.

NORMAL CREDITS

How Credentials May Be Accepted: Normal units are accredited on credentials for admittance to the school as follows:

1. Graduates of standard normal schools or of colleges or universities will be graduated from the Oregon normal school after residence work of one year. In case the accepted credit includes at least one and one-half units in education, such graduates may be graduated from the Oregon normal school after residence work of one-half year. Students who have completed other institutions' work equal to that required in the Oregon normal school, but who are not graduates, are required to do one year's residence work before graduation.

2. To graduates from full-course Oregon normal schools prior to September 1, 1911, twenty-three and one-half units above the eighth grade will be granted; *provided*, that in such cases no additional credit will be given for teaching experience.

Holders of state diplomas or state life certificates may be graduated from the Oregon normal school after residence work of one year; *provided*, that in such cases no additional credit will be given for teaching experience.

3. To credentials from other states, on the same basis as those from Oregon.

Credit for successful teaching may be given as follows:

For thirty months of successful teaching one unit of credit may be given if student demonstrates in her practice teaching that her experience was worthy of such recognition.

Teachers of sixty or more months' experience who hold a valid five-year state certificate (which will not expire for at least two years) may be given sixteen units above the eighth grade, and will be graduated from the standard course only after eighty weeks of satisfactory residence work.

The foregoing rules will be applied hereafter in substitution for all rules previously in force on these subjects.

SPECIAL PROHIBITIONS

1. No student may graduate until all required subjects are completed.

2. No credit for summer school will be allowed if such credit will permit the student to graduate before the end of a term or summer school.

3. Credit will not be allowed for more than two summer schools.

4. Only one and one-quarter units can be made in summer schools, taken after one has to his credit twenty-three and one-half units in the Oregon normal school.

5. No student shall be allowed to take more than two and eight-tenths credits during any one semester toward graduation.

6. Since the plan of the school work has been changed from that of the semester to the ten-week term, no credits will be allowed unless the student is in attendance at the beginning of the term. Proportional credit will not be allowed as formerly for less than ten weeks attendance.

7. No student shall receive credit for more than twenty-eight hours any one semester and shall not take more than thirty hours (including activities); *provided,* that students doing practice teaching shall not take more than twenty-five hours (including the practice teaching).

ONE-HALF-YEAR STUDENTS

Students in attendance for one-half year only shall take (or substitute satisfactory equivalent work taken elsewhere) the following courses:

1, practice; 2, classroom management (one term); 3, Oregon school system or history of education (one term); 4, professional language or professional grammar (one term); 5, dramatization and story telling (one term); 6, music, or drawing, or domestic art (two terms of any one); 7, library methods (one term); 8, professional history, professional arithmetic, or professional geography (one term of any one).

ONE-YEAR STUDENTS

Students in attendance for one year shall take (or substitute satisfactory equivalent work taken elsewhere) the following courses:

1, practice; 2, classroom management (one term); 3, Oregon school system or history of education (one term); 4, genetic psychology or educational psychology (depending on work previously taken) (one term); 5, lesson plans and observations (one term); 6, professional language or professional grammar (one term); 7, story telling and dramatization (one term); 8, professional reading (one term); 9, current literature (one term); 10, music or drawing or domestic art (four terms to be selected in groups of two terms from any of these "arts"); 11, agriculture or nature study (one term); 12, library methods (one term); 13, professional history or professional arithmetic or professional geography (maximum work in any two of these three).

Examinations for advanced standing are permitted in the case of work claimed to have been done elsewhere for which satisfactory credentials are not submitted.

The normal school endeavors to give just credit for all scholarship which the applicant may possess. Applicants for advanced standing for work done in other schools must present an official statement of such work. This statement must cover the following points:

1. The exact length of time spent in the school, with the dates of entering and leaving.
2. The number of subjects studied each term.
3. The exact subjects studied.
4. The number of weeks spent on each subject.
5. The length of recitation period.
6. The record of the grade of work done in each subject.

Blanks prepared for this purpose may be obtained upon application. High school graduates must present a complete certified record of their high school course. This is filed in the office and kept as a part of the student's record.

The school reserves the right at any time to require a student who is notably deficient in subject-matter to make up such deficiency before pursuing further his normal course.

Every person before being admitted to the school will be required to sign a statement that he or she intends to teach in the public schools of Oregon.

COURSES OF STUDY

A. Standard Normal Course:

(a) *Requirements:* The minimum requirements for entrance to the Oregon normal school shall be the completion of the fourth year of a standard four-year high school or the equivalent.

(b) *Graduation:* The completion of two years' work, including a thorough review of the common branches, and training in the practice school.

(c) *Certification:* The superintendent of public instruction shall issue certificates to graduates from the standard normal course as follows:

1. A one-year state certificate shall be issued without examination, upon application, to graduates of standard normal courses, authorizing them to teach in any grammar school or in any one-year, two-year, or three-year high school in Oregon.

2. The holder of a one-year state certificate, issued in accordance with the provisions of paragraph 1, shall, after six months' successful teaching experience in this state, and upon the recommendation of the county superintendent of the county in which the applicant last taught, receive a five-year state

certificate without examination, authorizing him to teach in any grammar school or in any one-year, two-year, or three-year high school in Oregon.

3. The holder of a five-year state certificate, issued in accordance with the provisions of paragraph 2, shall, after thirty months' successful teaching experience in this state, and upon the recommendation of the county superintendent of the county in which the applicant last taught, receive a life state certificate authorizing him to teach in any grammar school, or in any one-year, two-year, or three-year high school in Oregon, provided, that he shall receive a life state certificate authorizing him to teach in any of the schools of this state upon the completion of two years' work in a standard college or university; *provided,* that if, at any time, the course of study of the Oregon normal school meets the requirements of standard colleges, then the graduate of the standard college course of the Oregon normal school shall receive a life state certificate entitling him to teach in any school in this state.

The holder of a one-year state certificate, or a five-year state certificate, or a life state certificate, secured in accordance with the provisions of this section is authorized to act as a city superintendent of schools of any city in this state.

B. Elementary Course:

(a) *Entrance Requirements:* Same as for Standard Course.

(b) *Course Comprises,* in the main, the work of the junior year, except that one-fourth of one unit must be made in rural school problems; student must also have taught satisfactorily for at least three weeks in one of the rural training school centers.

(c) *Certification:* Upon the satisfactory completion of the Elementary Course a one-year state certificate will be issued without examination, upon application, by the Superintendent of Public Instruction; which certificate shall be renewed after six months of successful teaching experience in Oregon and upon the recommendation of the county superintendent of the county in which the applicant last taught.

C. Supervisors' Course:

The work of supervision is coming to be recognized as special work. Those who are to do such work are expected to be especially fitted for it, and the county supervision law opens up another important field for the trained supervisor.

The supervisors' course is designed to meet the needs of all such persons. The person taking the course may be excused

from part of the observation and practice work in the training school, and take in lieu thereof the work in administration.

The requirements, time limits, and certificate advantages are the same as for the standard course. In addition to this, the school will give to those who complete this course a special certificate, setting forth the fact that the holder thereof has completed the supervisors' course, which certificate should be of great service in securing supervisory positions.

D. Rural School Course:

A professional course giving special training for work in rural schools. It has been but recently that normal schools have recognized the special needs of the rural schools. In line with this thought this course is offered.

(a) *Entrance Requirements:* Same as for standard course.

(b) *Course Comprises:* 1, Review of common school subjects with methods of teaching the same; 2, rural sociology; 3, rural school management; 4, rural science (elementary agriculture, school gardening and nature study), and 5, practice teaching in a rural training school.

(c) *Certification:* Same as for elementary and standard courses when a sufficient number of credits have been earned. The school will give to those who complete this course a special certificate setting forth the fact that the holder thereof has completed this course, which certificate should aid in securing better positions and salaries.

E. Primary Course:

A professional course giving special training for primary work.

(a) *Entrance Requirements:* Same as for standard course.

(b) *Certification:* Same as for elementary and standard courses when a sufficient number of credits have been earned. The school will give to those who complete this course a special certificate setting forth the fact that the holder thereof has completed this course, which certificate, it is hoped, will be so valued by school authorities as to materially aid in securing better positions and salaries.

F. Domestic Science and Domestic Art Courses:

These courses are intended to fit teachers to teach such subjects in rural schools, small graded schools, and in city systems as assistants to regular supervisors.

Certification: Same as for elementary course.

G. Library Course:

The library is in charge of a trained librarian, who will conduct classes in the use and care of school libraries, with library practice work throughout the course. The object is not to train librarians, but to train teachers to use libraries intelligently, and to care for the school libraries which are provided for under the Oregon school library law. It is expected that students will become familiar with the best books for children.

(a) *Admission Requirements:* Same as for primary course.

(b) *Certification:* Same as for elementary and standard courses.

ORGANIZATION

The Oregon normal school is organized for financial purposes into two semesters of twenty weeks each, and for class purposes into four terms of ten weeks each; and, also, a summer term of six weeks. The class organization makes it possible for a student to enter the school regularly four times a year.

MUSIC, DRAWING, DOMESTIC ART AND DOMESTIC SCIENCE

Description of Courses:

Students will be graduated from the standard course when they have made ten units; but must take maximum work in education, English, library methods, agriculture or nature study, physiology and school hygiene, and the professional subjects, and for the remaining credits may select from all other courses; *provided,* that students wishing to take the domestic science courses, may substitute said courses for any of the following, course for course: Arithmetic, sociology, advanced literature, history of education.

To complete the standard course, students are required to take one and one-half units in the arts—music, drawing and domestic art—to be selected in any manner except that each student must take at least ten weeks of each art.

All students are required to take physical education unless excused by the physical director.

JUNIOR YEAR

TERMS	1	2	3	4
Mathematics				Arithmetic
Science	Biology	Physiology	Theory of Physical Education, or Educational Hygiene	
History	Economics—E	Sociology—E	Civics	Oregon System
English	Grammar	Prof. Lang. or Prof. Gram.	Dramatization and Story Telling	
Education	General Method	Psychology	Genetic Psychology	Educational Psychology Rural Problems
Additional	Library Methods, Writing			
Music	Music Fundamentals 1	Music—E Fundamentals 2	Primary Methods—E or Music Upper Grade Methods—E	Appreciation of Music—E
Art	Art Fundamentals	Primary Methods—E	Art III Design—E	Art III Design—E
Domestic Art		Domestic Art I Primary or Upper Grades	Domestic Art II—E Machine Sewing	Domestic Art II—E Advanced
Domestic Science	Domestic Science I a—E	Domestic Science I b—E	Domestic Science II a—E	Domestic Science II b—E
Physical Education	Folk Dancing I	Folk Dancing II—E	Folk Dancing III—E	Plays and Games—E
Glee Club—E Orchestra—E Society				

E—Elective.

SENIOR YEAR

TERMS	1	2	3	4
Mathematics	Professional Arithmetic Primary	Professional Arithmetic Advanced		
Science	Agriculture or Nature Study	Professional Geography		
History	Professional History	Professional History		
English	Oral English	Professional Reading	Current Literature	
Education		Observation and Lesson Plans	Practice School Manag. Rural Supervision—E	Practice History of Education—E Oregon School System—E City Super.—E
Additional	Library Methods Writing			
Music				
Art	Advanced Methods—E	Mechanical Drawing—E	Appreciation—E	
Domestic Art				
Domestic Science				
Physical Education	Playground Supervision—E	Festivals—E	Gymnasium	
Glee Club—E Orchestra—E Society				

E—Elective.

The terms required for the several subjects are as follows: Mathematics, 3; science, 6; history, 4; English, 6; education, 8; library, 1; penmanship, 1; music, art and domestic art, 6; gymnasium, 2; writing, 1.

DESCRIPTIVE COURSES

EDUCATION

General Method—

Course I—Junior I (¼ unit).....Mr. Gentle

The object of this course is twofold. First, to present the vital characteristics of primary, middle and upper form teaching; second, to furnish the student with a generalized guide for observing and understanding the work of teaching.

Psychology—

Course II—Junior II (¼ unit).....Mr. Ide

A course in general psychology based on Angell's "Psychology," of which the first part, dealing with the nervous system, is covered in the course in biology; the remainder of the course follows the text with special emphasis on its practical applications by the teacher and its usefulness in the classes of special method.

Genetic Psychology—

Course III—Junior III (¼ unit).....Mr. Ide

This course deals with the successive periods of child growth, stressing the prominent characteristics of each with their significance to teaching. Especial emphasis will be placed upon the period of adolescence, its relation to the school and to vocational guidance.

Rural School Problems—

Course IV—Junior IV (¼ unit).....Mr. Pittman

This course will be offered in two sections during the second quarter, in one section during the third quarter, and in two sections during the fourth quarter, but will not be offered at all during the first quarter.

The purpose of this course is to give a young teacher a correct viewpoint with which to undertake the work of the country school and to give an intimate knowledge with the most difficult social and pedagogical problems of the country school and some definite plans for their solution. This course is a prerequisite for practice in one of the rural training schools.

Educational Psychology—

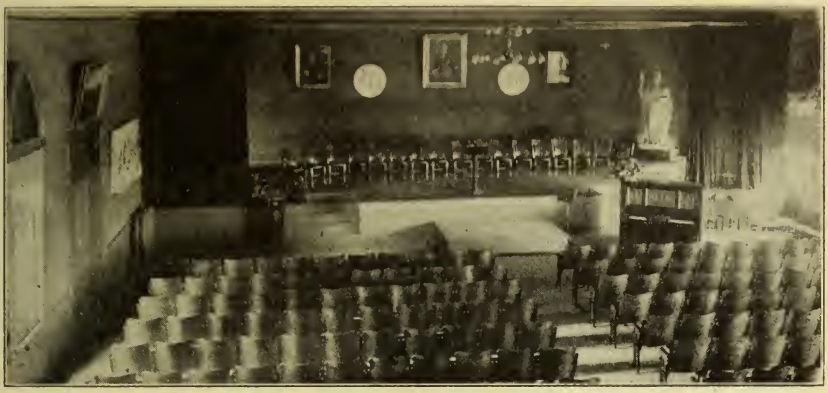
Course V—Junior IV (¼ unit).....Mr. Ide

A course aiming to apply the principles of general and genetic psychology to the teaching and learning processes involved in the elementary school subjects with such guidance as may be obtained from experimental studies of these subjects. Individual differences will be emphasized and the course will aim to familiarize the students with the various standard mental and physical measurements. Opportunity will also be given for the students to apply some typical tests and make statistical studies of the results.

Observation and Lesson Planning—

Course VI—Senior II (¼ unit).....Mr. Burton

A brief review of the principles of general method based upon Earhart's "Types of Teaching," followed by the observation of lessons demonstrating the different methods of teaching. In connection with the latter, students will be given practice in organizing pieces of subject matter into lesson plans.



THE CHAPEL—ONE FAVORITE RECREATION SPOT

Practice Teaching—

Course VII—Senior IV (¼ unit) .....

Each student is required to do ten weeks of practice teaching in the training school. Periods, one-half day in length.

Class Management and Technique of Instruction—

Course VIII—Senior III (¼ unit)..Pres. Ackerman

A discussion of classroom organization, classroom routine, the daily program, etc., will be followed by an analysis of the principal types of teaching and a study of the specific technique of instruction. The problem of discipline will receive attention in this course, and a brief study of professional ethics will form its conclusion.

Rural School Supervision—

Course IX—Senior III (¼ unit).....Mr. Pittman

This course will be offered only during the third quarter and in only one section. It is open only to experienced teachers and to senior 3's and 4's.

The purpose of the course is to acquaint the student with the best practices that are now in vogue in city and rural administration and supervision, and to apply what has been learned to the special needs of the rural school. In addition to this a special study of zone supervision is offered with practice work in this particular system. The rural training centers will be used to a large extent in this work.

History of Education—

Course X—Senior IV (¼ unit).....Mr. Burton

This course will acquaint the students with the prominent men and important movements throughout the history of education. Those men and movements which are of the greatest significance for elementary education of today will occupy the greater part of the course.

Oregon School System—

Course XI—Senior IV (¼ unit).....Mr. Ide

This course will give those points in Oregon school law which a teacher should know. The Oregon system of public education will be

analyzed to show such things as the sources of school revenues and their distribution; certification of teachers, their training, salaries, and tenure. The relations between the elementary, junior high school, senior high school, and the higher institutions will be indicated and comparisons made with the systems of other states, leading to an understanding of our national system.

City Supervision—

Course XII—Senior IV (¼ unit).....Mr. Ide

This course is designed to aid in preparing for supervisory positions in towns or cities. Among the topics discussed are: the relation of the supervisor to his community, his corps of teachers, his school children, and to his legal and professional rights and duties; how to organize and manage a city system or grammar school; how courses of study may be formulated and administered; how standard tests may be used in diagnosing school problems; how rules and regulations may be made and executed; and other problems which concern a superintendent of a small school system.

ENGLISH

Grammar—

Course I—Junior I and II (¼ unit)....Miss Kennon

An intensive course, aiming primarily to insure an adequate equipment in English for every prospective teacher. This is required of all students, irrespective of courses in English previously completed, and further work will be required of all who, upon completing this course, fail to meet a definite standard of efficiency.

Professional Grammar—

Course II—Junior II or Senior I (¼ unit).....
.....Miss Parrott

This course takes up the work of grades five, six, seven and eight during the year. The work outlined in Kimball's Books I and II is the basis for this course. The pictures and poems recommended by the state course are taught. The work of the class parallels the work in the schoolroom as nearly as possible. Observation work is required.

Professional Language—

Course III—Junior II or Senior I (¼ unit).....
.....Miss Parrott

This course takes up the work of grades one, two, three and four during the year. The work outlined in the state course of study and Kimball's Book I is the basis for this class. The work here also parallels the classroom work as nearly as conditions permit. Observations are required in this class also.

Story-Telling and Dramatization—

Course IV—Junior II or Senior I (¼ unit).....
.....Miss Parrott

Stories suitable for telling and dramatizing in grades one, two, three and four will be given during the year. As much time as possible will be given to practice in the work of both the telling and dramatizing of the story. Some time will be given to the study of child literature.

ENGLISH DEPARTMENT

Story-Telling and Dramatization—

Course V—Junior II or Senior I (¼ unit).....Miss Parrott

Stories suitable for telling and dramatizing in grades five, six, seven and eight will be given during the year. As much time as possible will be given here also to practice in the work of both telling and dramatizing the story. Some time will be given to the underlying principles which determine the class of stories suitable for telling in these grades.

Oral English—

Course VI—Junior II or Senior I (¼ unit).....Miss Kennon

The aim of this course is to assist the student to express himself clearly and intelligently. Much practice will be given.

Professional Reading—

Course VII—Senior I or II (¼ unit)..Miss Parrott

This course is designed to give the students a knowledge of the literary material found in the fifth, sixth, seventh and eighth grade readers. Much stress is laid on the method of presenting the lesson. Students are given as much practice in this course as possible. Observation work is required.

Current Literature—

Course VIII—Senior I or II (¼ unit)..Miss Kennon

This course acquaints the students with the most eminent literary men of the twentieth century.

NOTE.—Instead of a chapel talk each Senior II will be required to write and leave on file a model lesson plan.

HISTORY

Economics—

Course I—Junior I (¼ unit).....Mr. Ostien

In connection with the text the sociological problems as presented today are used in the daily work. Each day a brief survey, as presented

by the press, is made by some member of the class and the salient points are discussed. In connection with a clear understanding of these questions the aim is to create a desire to continue the study after the student has left his school work here.

Text—Burch & Nearing.

Sociology—

Course II—Junior I (¼ unit).....Mr. Ostien

The work in this course will be correlated with that in economics, so that the student will readily see the problems in the two aspects. Some time will be taken to discuss practical problems with local conditions in the state.

Civics—

Course III—Junior II (¼ unit).....Mr. Butler

This will cover the text proper, showing the salient points, so that the student may learn civics in as usable a way as possible. Reports will be made by the class from day to day on correlated matter from publications for the purpose of applying the text, thus hoping to create interest in the affairs of today from the viewpoint of the teacher as well as that of the citizen.

Oregon System—

Course IV—Junior II (¼ unit).....Mr. Butler

This will cover the Oregon system in its local and larger application so that the student may know how to apply this in the classroom and in every-day affairs. Decisions of the courts will be frequently studied to see the application of the principle involved, and leading articles in publications will be discussed, along with reports from congressional records, that the teacher may be abreast of national movements. Full and free discussion will be invited on the part of the student, that he may thus broaden his views and knowledge of civic affairs.

In all these courses expression of individual opinion will be encouraged.

Professional History—

Course V—Senior I (¼ unit).....Mr. Butler

Beginning in the lower grades, by the state course of study, a bit of time will be taken for the story work. The textbook in a general way will then be taken up with a view only of furnishing a common point of interest; the European background as well as the periods of discovery, exploration, colonization, etc., will be read and discussed. The various colonial movements in the way of their different developments will be studied, the aim being to get as clear and comprehensive a view as time will permit. Some time will be taken for methods as well. This will close with the constitutional period. Mace will be the text.

Professional History—

Course VI—Senior I (¼ unit).....Mr. Butler

Following Course I the problems incident to the constitution will be definitely worked out, showing the conditions with results, tracing the growth of constitutional ideas through past and present conditions down to today. European problems of constitutional development will be discussed with the view of a clearer knowledge of movements today. The purpose in both these courses is to furnish a clearer grasp of the historical problems, not giving much time to minor details, seeking to find the fundamentals largely. Visits will be made to the training schools and methods will be studied in observations. In both courses reference reading will be used. Mace will be the text.

MATHEMATICS

Arithmetic—(a) Subject Matter Course—

Course I—Junior I (¼ unit).....Mr. Ostien

A systematic presentation of the facts and principles of arithmetic, with especial emphasis upon the more difficult topics usually studied in our public schools.

This course is required of all students as a prerequisite for work in the professional courses, with the following exemptions: (1) Those who can give evidence of satisfactory work done in arithmetic above the eighth grade; (2) those who shall pass a satisfactory examination in the subject.

Arithmetic—(b) Professional—

Course II—Junior II (¼ unit).....Mr. Ostien

This is primarily a course in methods, covering the work of the first five grades of our public schools as outlined in the state course of study. Methods are illustrated by observation work in the training school.

Arithmetic—

Course III—Senior I (¼ unit).....Mr. Ostien

This course covers the work of the sixth, seventh, and eighth grades of our public schools as outlined in the state course of study. Subject matter is studied mainly for the purpose of illustrating methods. Work is observed in the training school.

Text: Watson and White.

Courses II and III are required of all students.

SCIENCE

Physiology—

Course I—Junior I (¼ unit).....Mr. Gilmore

This course is required of all juniors entering without proper entrance credits in this subject. Special emphasis will be placed upon the relation of physical growth to mental and moral development, with application to subnormal school children. To attain this and other ends, the text will be supplemented with references and laboratory work.

Biology and the Nervous System—

Course II—Junior I (¼ unit).....Mr. Gilmore

The first part of the course deals with the principles of growth, the laws of heredity, and the broader principles of development. The second part is a discussion of the physiology of the nervous system. This course is an introduction to physiology, educational hygiene, nature study, agriculture, and psychology.

Professional Geography—

Course III—Senior I (¼ unit).....Mr. Gilmore

The purpose of this course is to have the students find out the guiding principles in the teaching of geography as called for in the course of study in the schools of Oregon. Typical lessons in the various grades of the school in the subjects of geography will be observed and discussed so that the students may see the theory work out in practice.

Nature Study—

Course IV—Senior I (¼ unit).....Mr. Gilmore

This course is required of those intending to teach in the lower grades. It contemplates the presentation of such topics as the bee, the ant, the fly, birds, flowers, etc. In short, it is the intention to make this course a medium whereby teachers may cause their pupils to better understand the common things about them. Type lessons will be presented in the training school; in addition thereto there will be extensive field work.

Agriculture—

Course V—Senior I (¼ unit).....Mr. Gilmore

Those intending to teach in the seventh and eighth grades are required to take this course. It is a mixture of subject matter and method, designed to stimulate a healthy rural habit of thought, and at the same time point the way to community service. To accomplish this end, numerous field trips, laboratory experiments, and outside reading necessarily supplement the text.

MUSIC

Fundamentals 1—

Course I—(¼ credit).....Miss Philbrook

This is an introductory course in music given from the point of view of the public school. Students will gain a repertoire of primary songs. They will become familiar with the rudiments of music. They will gain the power to read simple music. This course is a prerequisite for Primary Methods and Fundamentals 2.

Fundamentals 2—

Course I—(¼ credit).....Miss Philbrook

This is a continuation of Fundamentals 1 and a prerequisite of Upper Grade Methods. Students will gain a repertoire of upper grade songs. They will gain power to read music of reasonable difficulty.

Methods for Primary Grades—

Course II—(¼ credit).....Miss Hoham

The aim of this course will be to study and to outline carefully the proper work to be done in each of the first four grades, together with the best method of presenting such work. Prerequisite, Fundamentals 1.

Methods for Upper Grades—

Course III—(¼ credit).....Miss Hoham

The aim of this course will be to study and to outline carefully the proper work to be done in the fifth, sixth, seventh and eighth grades, together with the best method of presenting such work. The study of form an important part of this course. Prerequisite, Fundamentals 1 and 2.

Appreciation—

Course IV—(¼ credit).....
.....Miss Hoham, Miss Philbrook

This course might be called "Listening lessons in music." A great many pieces of music will be studied. Students will be taught how to prepare and present lessons to children. The phonograph will be used.

DOMESTIC ART DEPARTMENT

Orchestra for Training School Children—

Course V.....Miss Hoham, Miss Philbrook

Students may do practice teaching in this orchestra. In this manner they may fit themselves to take care of this type of work in their schools.

Orchestra for Normal Students—

Course VI—(1-20 credit).....

.....Miss Hoham, Miss Philbrook

Students who play instruments are invited to become members. A limited number of instruments can be loaned. Such selections as these have been performed: "Pomp and Circumstance," Elgar; Second Symphony, Haydn; "Toreador Song" from "Carmen," Bizet.

Glee Clubs for Men and Women—

Course VII—(1-10 credit).....

.....Miss Hoham, Miss Philbrook

Those who take this course enter with the idea of taking part in a recital at the end of twenty weeks. All who are interested are admitted unless they are found to be definitely unmusical. The following choral works have been given in the past: "Ruth," by Gaul; "Rose Maiden," by Cowen; "Trial by Jury," by Sullivan; "Wreck of the Hesperus," by Anderton. A smaller group is chosen by the director for work in the second half of the year.

DOMESTIC ART

Two courses of two quarters each are offered; one course is composed of hand work for primary and advanced grades; the other includes machine sewing and textile study.

Course I Primary or Advanced is required of every student.

Our purpose is not to send out supervisors or teachers perfectly equipped for this work, but to give all students a fundamental knowledge of hand work which may be applied in the rural schools or in the grades as a part of the regular work.

A third semester of domestic art will be offered if there is call for the same, but Courses I and II are prerequisites.

A fee of fifty cents a quarter is charged to cover cost of materials furnished.

DOMESTIC SCIENCE DEPARTMENT

Primary Handwork—

Course I—(¼ unit) ..... Miss Valck

This course includes various lines of industrial work for the lower grades, such as paper folding and cutting, cardboard construction, weaving, clay, raffia and sand table work.

Upper Grade Needlework—

Course I—(¼ unit) ..... Miss Butler

Plain and fancy stitches are taught and applied on articles of practical and utilitarian value, mending and repairing, crocheting, knitting, embroidery and basketry are some of the problems taught in this course.

Domestic Art—

Course II a or b—(¼ unit) ..... Miss Butler

This course includes the making of articles which may be used in the eighth grade and beginning high school, but the work is primarily for those girls who wish a general knowledge of machine sewing and simple garment-making.

The use of the paper pattern is taught, together with drafting enough to enable the student to understand and alter the ready-made pattern to fit the individual. Embroidery and crochet are applied on the garments made.

An effort is made to develop taste in the selection of materials, trimmings, design, and combination of colors in both courses. Textiles are studied in this course.

Fifty cents laboratory fee is required each quarter.

DOMESTIC SCIENCE

Three semesters of domestic science may be elected, and like domestic art, we make no pretensions of sending out supervisors. We wish to give our women a general knowledge of foods, cooking and serving, which will be of direct use in the home, and will enable them to handle the warm lunch problem which they will have to meet in many rural and town centers where the children come from a distance.

It is recommended that girls electing domestic science should have had physiology and chemistry.

THE LIBRARY

Domestic Science—

Course I a or b—(¼ unit).....Miss Butler

Embraces a study of the food principles, proteins, carbohydrates, fats, mineral matter and water, their composition, nutritive value, digestibility and function in the body. Representative foods of each class are studied and the process of cookery best adapted to each food is discussed and each principle is illustrated by the preparation of simple dishes. The work is designed to give practical acquaintance with the fundamental processes of cooking and serving.

Domestic Science—

Course II—(¼ unit).....Miss Butler

Is a continuation of the first course. More advanced work along the lines of fancy cookery, i. e., salads, puddings, desserts, etc. Canning, preserving and pickling come in season. The planning, preparation and serving of meals at a given cost and to meet the dietary standards are work out. House planning and furnishing, with a study of cost, design, etc., are considered in this course.

A third semester's work may be offered to those wishing to specialize further in methods and theory, and other lines of household economies may be studied.

A laboratory fee of seventy-five cents a quarter is required.

LIBRARY METHODS

The aim of the library methods work is: To train teachers to use libraries intelligently; to care for the school libraries provided for under the Oregon school library law; to teach the principles of book selection and buying; to establish a wider knowledge of children's books by actual examination and reading.

Course I—(no unit).....Miss West

A course of five lectures required of all entering students. The main idea is to make the students at home in the library. The work is given during the first two weeks of each semester and covers the following: Rules and regulations; classification and arrangement of books; use of the card catalog; magazine indexes; reference books; investigating a subject in the library; work of the Oregon state library; etc.

Course II—(¼ unit) .....Miss West

This course is required of all students before they graduate from the normal. Five periods a week are given to the work which runs through a term of ten weeks. Three periods each week are devoted to the technical side of the work and two to the study of children's books. Each lecture in the technical part of the work is followed by a practice period in which some problem is worked out. Some of the topics taken up are as follows: Classification and arrangement of books; card catalog; printed parts of a book; United States, state, city and other free publications; book buying; preparation of the books for the shelves; charging system; binding and repair; Oregon school library law; the work of the Oregon state library; cooperation between school and library; etc.

The children's books are taken up in groups, reported on and discussed by the class. Practically all of the books reported on are taken from the state list, thus making students familiar with that list.

During the semester several library lessons are given in the training department by members of this class, usually by those doing language work in the grades.

Course III—(no unit) .....Miss West

There is an opportunity each semester for a few students to do library practice work. This course is open to students having had Course II, and from those applying a careful selection is made, as we can take only five or six each semester. No credit is offered for this work since the students applying usually have some definite object in view. The student assistants for the normal school library are chosen from this group, while some are planning to get work in other libraries or to become school librarians.

Library work is emphasized by all departments throughout the entire course by required and supplementary reading. This is especially marked in the story-telling work and in the advanced literature classes taking up the present-day writers. The current events classes conducted by the history and English departments assure the wide use of the magazines, newspapers and magazine indexes provided.

Miss Cornelia Marvin, state librarian, will deliver lectures from time to time upon the work of the state library and other subjects pertaining to library work.

PHYSICAL EDUCATION

The department aims to further the progressive movement in education which recognizes the maintenance of health as the basic concern of the school. It seeks to accomplish its aim through giving the students, by means of physical examination, lectures, readings, observations and exercise, a body of knowledge and of working principles applicable to their own needs and to the needs of their future pupils. In consequence the following courses are maintained:

Educational Hygiene—

Course I—Junior I, II, III, IV (¼ unit) .....

.....Miss Taylor

Required of all women students who do not bring advance credits.

In this course the following subjects are given special attention:

1. The relation of physical growth and health to mental and moral development.
2. Personal hygiene, including sex hygiene.
3. School hygiene.

4. Methods in hygiene instruction in the elementary school.
Text: "Hygiene of the School Child," Terman.
References: Hough & Sedgwick, Terman & Hoag, Fisher & Fisk, O'Shea, Bancroft.

Theory and Practice of Physical Education—
Course II—Junior IV (¼ unit).....Miss Taylor
Required of all junior men; optional for all others, men or women.
A course designed to give the normal student: 1, A conception of the value of activity and the necessity for provision being made for it on the school program, and 2, a working knowledge of the most profitable forms of activity. Two hours are devoted to lectures and assigned readings on (a) the various gymnastic systems; (b) the aims, methods and results of the Ling system; the construction of day's orders and the giving of commands; (c) rhythmic movements, singing games, dramatic games and plays for primary grades; (d) use of wands, dumbbells and Indian clubs; (e) class athletics and playground activities. Three hours are spent in practice work in the gymnasium.

Singing Games and Rhythmic Plays—
Course III—Junior I or Senior I (1-20 unit).....
.....Miss Taylor
Required of all students preparing to teach in the primary department.
This two-hour course, offered first quarter of each semester, is designed for those students who are planning to teach in the primary grades. The course is devoted to singing games, rhythmic plays and to organized play found in folk dances.

Folk Dancing—
Course IV—Junior I, II, III, IV (1-20 unit).....
.....Miss Philbrook
This course may be taken as a continuation of Course VI or independently. It is arranged to give a usable knowledge of definite "steps," related musical structures, and their application in characteristic national folk dances.
Optional for all women students.

Folk Dancing—
Course V—Junior II (1-20 unit).....Miss Taylor
Prerequisite Course IV.
Women students optional.
In this course the work (1) emphasizes the securing of grace and poise, thus enabling the students to develop a greater feeling of ability in teaching rhythmic movements, and (2) more advanced folk dances.

Playground Games—
Course VI—(1-20 unit).....Miss Taylor
In this course is taught a classified list of carefully selected games in which children delight and which every child should know.
Optional for all students.

Playground Supervision—
Course VII—(1-10 unit).....Miss Taylor
Prerequisite Course VI.
In this two-hour course, which trains the student to supervise the recess and the out-of-door activities of the school, opportunity is given to seniors to manage the training school playgrounds.
Optional for all students.

MAY DAY AT THE NORMAL

Festival and Pageant Making

Course VIII—Senior II (1-10 unit).....Miss Taylor

The rapidly developing tendency to make the festival an organic factor in education—primarily in school education, secondarily in social and civic education—has created a need for instruction in arranging a festival.

This course, which is offered for one quarter only, endeavors to aid the student (1) in selecting suitable occasions and subjects, (2) in selection of related materials to make a balanced whole involving problems, artistic, creative, lyrical and dramatic.

Optional for all students.

Gymnasium Practice—

Course IX.....Miss Taylor and Assistants

Required of all students except Senior II's. Senior I's may substitute Course III.

All students are required to take exercise in the gymnasium during the entire course, except when excused by physical director.

The purpose of the work given is two-fold: 1, To preserve and enhance the good physical condition and bodily control of the student through her own efforts under the supervision of the instructor; 2, to provide her with material and methods to carry on the work in the schools in which she may teach.

The means used include: 1, Free-hand exercises, club swinging, wand, hoop and dumbbell drills, marching, relay races, suspension exercises on horizontal ladder and rings, rope climbing, and rhythmic movements; 2, ball games—basketball, swatball, volleyball, indoor baseball.

In addition to the regular gymnasium work, each student is expected to take a certain amount of out-of-door exercise. Three tennis courts are maintained.

Gymnasium Suits—

All students are required to dress in a suitable manner for gymnasium work and must provide themselves with:

1. For women—Full black serge bloomers, a black blouse or white middy and tennis shoes.

2. For men—Gray trousers, gray one-quarter-sleeve jerseys and tennis shoes.

NOTE.—The above described costumes are desired but other costumes which students already possess will be allowed.

FINE ARTS DEPARTMENT

ART

The department presents five phases of art: Elementary, drawing, methods of presentation, design, appreciation and mechanical drawing.

Courses I, II b, and III include methods of presentation, which will enable teachers to handle the drawing in their schoolrooms.

DRAWING

The department presents five phases of the subject: Fundamentals of drawing, methods of presentation, design, mechanical drawing, and appreciation of art.

Fundamentals of Drawing—

Course I—(¼ unit).....Miss Greene

This course, which is required of all students, is prerequisite to all other drawing courses. It develops skill in representation, color and perspective.

Primary Methods—

Course II a—(¼ unit).....Miss Valck

Prerequisite, Fundamental Drawing.

This class covers the work suitable for the first four grades with the methods of presentation. The subjects handled are freehand drawing, illustration, water color, nature studies, busy work, and paper cutting. The state course of study is followed and a year's outline is given.

Advanced Methods—

Course II b—(¼ unit).....Miss Greene

In this course are given the methods of presentation for subject matter suitable to the upper four grades.

Design—

Course III—(½ unit).....Miss Greene

(Twenty weeks course.)

Prerequisite, Fundamental Drawing.

The principles of applied design are developed in a way suitable for presentation in the public schools.

The problems include constructions, conventionalization, lettering, advertising cards, stenciling, wood-block printing, bookbinding, and tooled leather.

LIVING ROOM OF WOMEN'S DORMITORY

Appreciation—

Course IV—(¼ unit).....Miss Greene

Prerequisite, Fundamental Drawing.

This course will take up the subjects of schoolroom and home decoration, color combinations and history of painting and sculpture.

Mechanical Drawing—

Course V—(½ unit).....Mr. Ostien

(Twenty weeks course.)

Prerequisite, Fundamental Drawing.

Mechanical drawing is presented as it should be taught in seventh and eighth grades or high school—for the development of mechanical powers.

The course includes: Geometrical problems, working drawings, projections, isometric, plan drawings, and blue printing.

Writing (Palmer Method)—

Course I—Junior I or Senior I (¼ unit).....

..... Miss Valck

In this course the students are instructed as to the proper method of writing and at the same time are taught how to present the subject in the grades. Students are urged and helped toward securing Palmer teacher certificates.

TRAINING SCHOOLS

The work of the training schools is divided into two divisions—graded and rural. The graded consists of (a) the elementary children of Monmouth who are taught in the normal training school building, located on the normal campus, and (b) of all the elementary children of Independence, who are taught in the elementary school building of Independence district.

The rural centers consist of (a) the Mountain View school, located about fifteen miles south of Monmouth, (b) of the Elkins school, located about four miles south of Monmouth, and (c) of the Oak Point school, located about three miles north of Independence.

Well equipped playgrounds are provided and the games played thereon are carefully supervised by the department of physical education. There

LIBRARY HOUR AT THE TRAINING SCHOOL

is furnished, also, a large supply of reference and supplementary books, as well as up-to-date apparatus.

The purpose of the training school is to educate children. This is the supreme purpose of the school and nothing will be permitted that interferes with this. It serves as a model school in which to observe the best teaching for the purpose of seeing what it has that will be helpful to the student-teacher. It gives an opportunity to note the application of the principles of education upon which all good teaching is based. It also enables the student-teacher to have sufficient teaching experience under experienced instructors as shall form correct teaching habits and give such mastery of those educational principles as will insure future growth.

To secure these, each student is required to observe and teach throughout the last year of his course under conditions which duplicate in all essentials those found in the public schools of the state. No one is allowed to graduate who has not passed this test and been found capable in discipline and efficient in instruction. The school is maintained jointly by the state and the local school district. It is supplied with a principal and four critic teachers.

The heads of the departments of music, art, physical education, agriculture and domestic art have full charge in the training school of the work of their respective departments. The training school is an actual public school, composed of pupils under the usual conditions and with the usual problems to be found in public schools so that the experience gained there is of direct and all-around value in the preparation of the student for future work.

The course of study is the same as that prescribed for the state of Oregon, with such enrichment as is possible under favorable environment, with liberal equipment, and with a strong staff of teachers and supervisors.

The aim of the training school is not to be different from the public schools, but to be like the best of them. A consistent and firm adherence to this ideal, it is firmly believed, will at the same time best conserve the interests of the children in the school, and furnish to the students of the normal a most adequate preparation for their work. As has been before intimated, the normal school will endeavor to help solve the "rural school problem" by making it a careful study, and so adapting the work of the school as to meet the every-day working conditions of such schools.

GENERAL STATEMENT

It is hoped that this bulletin may fall into the hands of some person who is planning to go away to school and who is willing, if it is careful and thorough preparation for teaching that is wanted, to consider going to the Oregon normal school. This institution invites thoughtful comparison with others of its kind in the excellence of its faculty and equipment, the extent and thoroughness of its course of study and methods of instruction, the splendid opportunities afforded by it and its community for quiet study and wholesome student life, its thoroughly convenient and healthful living facilities, and the unusually low cost at which all of its advantages may be had.

Allow me to suggest that the state has provided a normal school to assist you in securing this special preparation. The school and its equipment are for your benefit. You may become a good teacher without a normal school training, but you will become a good teacher more quickly, more easily, and more economically by taking advantage of the inducements offered by the normal school.

More than seven hundred new teachers are needed each year in Oregon and the normal school should supply a large part. Boards of directors and county superintendents have learned by observation and experience the value of the normal-trained teacher. I believe you will agree with me that such training will not only increase one's usefulness to her school, but will result in better positions and salaries.

The Oregon normal school was established and is maintained for the purpose of training teachers for the schools of the state; here no one can matriculate without signing a pledge to the effect that the purpose of entering the school is to fit himself or herself for the work of teaching.

This article has been prepared with the thought that perchance it will be the means of calling attention to the normal, and thereby be of assistance to some person who may be planning his or her work along the teaching line.

Of such person may I ask whether you have seriously considered the advisability and possibility of preparing yourself for teaching by means of a normal school? Have you thought of the pleasure to be derived from the pleasant and helpful associations with a cultured faculty and a helpful, sympathetic student body? Do you realize how much easier and more satisfactory is the certification route by way of the normal diploma than by the dull and uninteresting grind of the examination? Do you feel that it is easier to secure and retain good

positions if you are able to say, "I am a graduate of a normal school"? Perhaps you are not aware of the fact that a standard normal diploma is taken in lieu of an examination for certification in more than twenty-six states. Is it not a satisfaction for one to feel that ample preparation has been made for the responsible work of teaching? Have you fully considered the lifelong friendships that are made while pursuing the work of a normal school—friendships both of faculty and students that are valuable assets in your future work—friendships that can be secured no other way. All of these thoughts, coupled with the fact that the demand for trained teachers can not be filled, will, I am sure, cause you to think seriously of taking up work in an institution that will meet all these conditions, such as the Oregon normal school does.

Perhaps you are saying, "I admit the facts, but I am financially unable to take such a course." May I say that we have many students who are partially making their own way while at school, and what others are doing you can do. All that is required, if you have health, is to make up your mind to take the course and then stick to it.

In order to assist you, may I enumerate some of the advantages of our school? We have a faculty of twenty-nine thoroughly trained teachers. The Oregon normal school is the only one in the state whose sole function is the training of teachers. It offers five courses of study leading directly to state life and one-year state certificates without examination. A well graded public school and three rural schools are used for training school purposes, thereby fitting our students for any grade of work. The water supplied is pure. The cost of living reasonable, and last but not least, one of the most helpful, cheerful, cooperative, sympathetic student bodies that one would wish. This is brought about from the fact that every student pledges himself or herself to become a teacher; therefore, there is one definite purpose, namely, preparing for the great work of teaching.

Perhaps enough has been said to induce you to carefully consider entering our school.

Trusting that you will become interested in our school to the extent of enrolling as one of its members, I am

Respectfully yours,

J. H. ACKERMAN,

President.

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Helen Anderson, Nightingale, Alta.
Helen Anderson, Clear Lake, Ia.
Ida Anderson, Clatskanie
Gladys Anderson, Clear Lake, Ia.
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Rada Antrim, Amity
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Grace Atkinson, Walton
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Elsie Bacheldor, Dayville
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Roberta Ballard, Rickreall
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Grace May, Monkland
Maud S. Maxwell, Pendleton
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Reta Marks, Summit
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Grace M. J. Reed, Milwaukie
James A. Raymond, Drain
Margaret Rice, Monmouth
Lottie Rippey, 322 Broadway St., Portland
Ruth Richter, 568 6th St., Portland
Alma Richter, Oak Grove
Nina Rich, Crawford Point
Elma M. Roberts, Coquille
Jessie Robertson, 4714 Powell St., Portland
Borgny Romtvedt, Toledo
Elva Rossi, Beaverton
Mary Rouse, Salem
Clare Roach, Pendleton
Neita Royer, Salem
Catherine Rounds, Portland
Lu Ruggles, Monmouth
Mrs. Lucy S. Ruggles, Moro
Della Rush, Jennings Lodge
Hannah Ruden, Winchester
Lydia Ruden, Winchester
Nellie Rush, Elgin
Rose Ryan, 172 W. Park St., Portland
Eleanor Ryan, 172 W. Park St., Portland
Ruth W. Russell, Newberg
Sara Ruggles, Pendleton
Helen Ruch, Eugene
Annie Saling, Echo
Mrs. Grace F. Sacre, Monmouth
Esther Sargeant, Riddle
Coral Josephine Sams, Cottage Grove
Clara F. Schneider, Gaston
Mildred Schnore, Elgin
Hulda H. Scheel, 2069 E. Taylor St., Portland
Eleanor Schaap, Pratum
Katherine Schmitt, North Bend
Minnie A. Schaller, Salem
Ethel Scott, Dorena
Ruth Schmuckli, 590 E. 31st St., Portland
Izora Serfling, Albany
Josephine Seger, 142 Alberta St., Portland
Floyd L. Senter, Roseburg
Marie Senn, 897 Upshur St., Portland
Sylvia Severance, Hardman
Elnor Sherk, Sutherlin
Zettie Shrode, Albany
Rosella Shea, 582 E. 18th St. N., Portland
Olga Marie Shutter, Lakeside
Tekla Shuholm, Gresham
Cleo Shoup, 1302 3rd St., Lincoln, Ill.
Ada Sherman, Elkhead
Vivian Shumaker, Jefferson
Catherine Shea, 582 E. 18th St., Portland
Gaynelle Shore, Monmouth
Beulah Thorp, 1226 S. Jersey St., Portland
Mabel Simpson, Woodburn
F. Bernice Sinclair, Oswego
Martha Skersies, Dallas
Lena Skersies, Dallas
Ruby Skinner, Lakeview
Belle Slate, Tangent
Walter L. Smith, Sutherlin
Esta Smith, Haines
Ethel M. Smith, Eugene
Olive M. Smith, Springfield
E. Pearl Smith, Independence
Mae Smith, Springfield
Georgia Smith, Mayville
Mrs. Gladys Smith, Springfield
Winifred Smith, 1004 E. 8th St., Portland
Florence Smith, 191 Ivy St., Portland
Irene Snere, Creswell
Grace A. Snook, Oregon City
Ralph Southwick, Wallowa
Edith E. Snere, Creswell
Elsie Snidow, Willamette
Velma Snider, Brush Prairie, Wash.
Mignon Swanson, Monmouth
Orice Stephenson, Baker
Irene M. Stoltenberg, Scappoose
Ollie M. Stoltenberg, Scappoose
Margaret Sullivan, Portland
Barbara Steinberg, Monmouth
Sudie B. Stuart, Molalla
Violet Stolle, Irving
Winifred G. Spencer, Ashland
Leone Stephens, Veneta
Bessie Swope, Independence
Adeline Swift, McMinnville
Hazel B. Stretcher, 608 Carlton Ave., Portland
Lavina Spalding, Lone Rock
Vetta Starr, Oakland
Ethel Stone, Moore
Bertha Stevens, Cottage Grove
Vina A. Swan, 406 E. Richmond St., Portland

Ella M. Syron, Wamic
Edith M. Stalley, Forest Grove
Annette Sullivan, 549 Lovejoy St., Portland
Helen Strauser, 287 Prescott, Portland
J. M. Stretcher, Portland
Vara Stewart, Monmouth
Lois Sweek, Burns
Jean Strachan, Dufur
Henrietta Stermer, Dayton
Grace Sprague, 194 E. 20th St., Portland
Pearle Streeter, Sherwood
Clara Straughan, Pendleton
Clara Spiekerman, The Dalles
Mildred Taylor, 1414 Lenore, Portland
Florence Taylor, 316 Graham Ave., Portland
Edith B. Taylor, Tacoma, Wash.
Rosa B. Ten Eyck, Sandy
M. Anna Taylor, Reed
Ruth E. Taylor, Dundee
Mary Tate, Wasco
Mrs. Elizabeth Tallman, Monmouth
Joyce Teeters, Cottage Grove
Harold Tallman, Corvallis
Genevieve Thompson, Eugene
Joy J. Ten Eyck, Sandy
Maggie Thompson, Harrisburg
Madge Thomas, Monmouth
Minnie Thompson, Ruckles
Lucy Thompson, Nyssa
Hazel O. Thorson, Bend
Athline D. Tolly, Scappoose
Genevieve Tillotson, Toledo
Elsie Tipley, Fossil
Dudley Tobin, 1024 Vancouver Ave., Portland
Vera Tipton, Roseburg
Gladys Turner, McCoy
Cora L. Turnidge, Sheridan
Laura Turnidge, Sheridan
Alleve Trimm, 1255 E. Clay St., Portland
Irene Trimm, 1255 E. Clay St., Portland
Myrtle Tuttle, Dryden
Helen Treat, Falls City
Bessie Trulove, Tallman
Hazel Tripp, Knappa
Vera Tracy, Albany
Esther J. Turner, Condon
Hazel Traver, Albany
Mary B. Underwood, Corvallis
Miriam Underwood, Oakland
Irene Vanderburg, Forest Grove
Ruth Van Zandt, 849 Front St., Portland
Olive Valck, 834 E. 33rd St., Portland
Mary Viegas, Monument
Floy Van Buren, Jefferson
Edith Valck, 834 E. 33rd St., Portland
Laura Volgamore, Marcola
Sara Van Meter, Medford
Belva L. Walker, Prospect
Mabel Wallace, Willamina
Nancy E. Watson, Roseburg
Maybelle Wagner, Shaw
Floyd Watson, Oakland
Neta E. Waller, Monmouth
Ruth Warren, Nashville, Tenn.
Kathryn Ward, Neskowin
Jen Walker, Gardiner
C. D. Watkins, Monmouth
Alda L. Watson, Glide
Lillie Wattenberger, Echo
Martha Watson, Glide
Lita Waters, Salem
Pearl Wallace, Ontario
Leona Waddell, Lena
Marie Wainright, Mayville
Mrs. Bertha Watson, Oakland
Eloise Watson, 130 Idaho St., Portland
Mabel Weller, Eugene
Hazel Weeks, Silverton
Agnes Weatherson, Florence
Helen E. Weed, McMinnville
Bertha W. Weber, Brownsville
Margaret West, Westport
Anna Weisenbow, 1184 E. 7th St., Portland
Sella Whiteaker, Independence
Mary Whitman, Independence
Amy E. Whipple, Canby
Olive A. Whipple, Canby
Gertrude L. Whiteis, Prineville
Ida White, Missoula, Mont.
Emma Wilson, Forest Grove
Kate E. Wiest, 1144 E. Harrison St., Portland
Myrtle Witcher, Cottage Grove
Emily Wiley, Hood River
Grace Wilhelm, Creswell
Iva Williams, Corvallis
Effie Williamson, Ocean View
Janette Willgerodt, Enterprise
Byron White, Monmouth
Harry Whitten, Kingsley
Elsie Winters, Sherwood
F. W. Williams, Monmouth

Etta C. Wharton, Monmouth
Esther Wilkins, Eugene
F. G. Worn, Port Alberta, B. C.
L. A. Wright, Butte Falls
M. F. Wood, Corvallis
Carolyn Woods, Cottage Grove
Henrietta Wolfer, Hubbard
Ivan D. Wood, Monmouth
L. A. Wright, Butte Falls
Lucille Woodruff, Roseburg
Mrs. Harriet Woolsey, The Dalles
Mary Wyatt, Amity
Amie Young, 495 E. 11th St. N., Portland
Ellen M. Yocom, Amity
Marguerite Young, Junction City
Lorene D. Young, Portland
Vernus Young, Sherwood
Beulah Young, Pendleton
Dora Zimmerman, Medford
Grace Ziegler, 309 Holladay Ave., Portland
Mrs. Yocom, Sheridan

CLASS ROLL FOR FALL AND SPRING SEMESTERS, 1916-17

Letha E. Allen, Helix
Frankie Allen, Lebanon
Minnie R. Allen, 485 E. 42nd St., Portland
Grace Ayres, Beaverton
Flora Allen, Wallowa
Martha Allen, Forest Grove
Mabel L. Allen, Rickreall
Edith M. Adams, Sherwood
Rea Allen, Corvallis
Martha Andrews, Eugene
Helen Anderson, Clear Lake
Elinor Anderson, 364 Graham Ave., Portland
Mrs. Mae Anderson, Clatskanie
Esther A. Anderson, Dallas
Bessie Andrews, Echo
Grace Archer, 1268 Charnelton St., Eugene
Odin Anderson, Clatskanie
Dorothy Andrews, Eugene
Elvera M. Anderson, Hillsboro
Meda Angell, 5305 82nd St. S. E., Portland
Stella Arnold, 620 Quimby St., Portland
Alice Armstrong, 22 E. 16th St., Portland
Agnes Arnold, Shedds
Nellie Austin, Yamhill
Jennie Bailey, Lamar, Neb.
Helen E. Ball, Ballston
N. A. Baker, Monmouth
Alma Baker, Turner
Ray Baker, Cove
Nora Baird, Monmouth
Stella Basford, Maplewood
L. Madeleine Barlow, Portland
Grace Barnett, Parkplace
Nellie Barton, Myrtle Point
Esther Baybrook, Linnton
Prudence Bayley, The Dalles
Bessie Barnicott, 165 E 17th St., Portland
Enid Benson, 338 E. 35th St., Portland
William Beck, Dallas
J. C. Bellinger, Forest Grove
Eva Mary Beekman, No. 2, St. Francis Apts., Portland
Mrs. Belle Beckley, Monmouth
Florence Beardsley, Corvallis
Eudelle Bethers, Monmouth
Ellen Bentley, Newport
Benjamin Harold, Forest Grove
Dorothy Bengston, 747 Albina Ave., Portland
Gladys Beutgen, 795 Commercial St., Portland
Lucile Bonebrake, Portland
Lula Bowerman, Hood River
Grace Boardman, McMinnville
May Bollier, Salem
Edith Boyd, Lookingglass
J. Carl Bowman, Pendleton
Maude Alice Brixey, McMinnville
Jay J. Brown, Dallas
Marguerite H. Brophy, Medford
Paul Brown, Amity
Glen Brown, Rickreall
Edwin Brown, Albany
Audrey Bryant, Myrtle Point
Icy Bryant, McMinnville
Mrs. R. Butler, Corvallis
M. F. Butler, Independence
Thos. F. Burns, Philomath
Hazel Bushnell, Baker
Ethel Buckley, 1146 Williams St., Portland
Lewis Burlingame, The Dalles
Flora Bushnell, Portland
Zina Byers, 1252 Onyx St., Eugene

Agnes E. Carter, McMinnville
Frida E. Carter, Kerby
Verna Carothers, 948 Belmont St., Portland
Edith Casteel, Yaquina
Pearlie Cavanaugh, Portland
Mell E. Carter, Ontario
Verl Carmack, Independence
Mrs. Alice F. Canning, Monmouth
Laurel Canning, Monmouth
Leota Case, Saginaw
Nelta Calkins, Dallas
Elsie Caldwell, Beaverton
Merle Cellers, Cottage Grove
Mrs. Chas. W. Chandler, Myrtle Point
Estella V. Christensen, Jefferson
Gertrude Chambers, 6916 57th Ave., Portland
Friede Close, Lebanon
Elizabeth Christle, Portland
Ruth Clark, Portland
Bernice Chandler, Myrtle Point
Cleora Childs, Thurston
Lila Chase, Corvallis
Gladys Childs, Independence
Nellie Cole, Baker
Mary Connelly, Stanfield
Mildred Cox, Salem
Archie McConnell, Freewater
Ethel M. Cosgrove, Donald
Beryl Cox, 1451 E. Glisan St., Portland
Dorothea Cox, Ontario
Lois Cowgill, 725 E. 44th St. N., Portland
V. Myrtle Copenhaver, Springfield
Margaret Cooke, Silverton
Myrtle Cooley, Smith River, Cal.
Mrs. Geo. Conkey, Independence
Daisy Crocker, Holley
Mabel Craven, Rickreall
Mrs. Mary A. Criteser, Willamette
Mrs. Mayme Crosby, Monmouth
Lucille Craven, Independence
Maud Crouter, Union
Margaret Cupp, Homedale
Margaret Dawson, Albany
Ruth C. Damon, 21 23rd St., Corvallis
Bessie Davidson, 985 E. 18th St., Portland
Grace Dawson, Portland
Florence Dawson, 467 E. 41st St. N., Portland
Helene Dalton, Burns
Elizabeth Dewar, 331 Halsey St., Portland
La Verne De Lashmutt, La Grande
Jessie De Carie, 264½ Broadway St., Portland
Mary Deggendorfer, 555 E. 20th N., Portland
Lucile Delahunt, Tillamook
Calla Dery, Wellsdale
Eva L. Dicken, Silverton
Ella Dixon, Elk City
Beulah Dickson, 493 E. 36th St., Portland
R. W. Dobell, Monmouth
Laura Duerner, Hillsboro
Nina Dunton, Molalla
Gleam Dunton, Molalla
Mrs. J. H. Dunstan, Tillamook
R. G. Dykstra, Independence
Elinor Easterbrook, Monmouth
Laurena Elliott, McMinnville
Mabel Eaton, Gardiner
Winnie Edwards, Fort Rock
Hazel A. Ellsworth, Pendleton
Alice V. Elkstrom, Gresham
Alice Easterbrook, Monmouth
Annie Elliott, Corvallis
Bessie Earsley, 1086 Belmont St., Portland
E. Paulena Ensign, Sutherlin
Anna L. Erickson, 170 St. Clair St., Portland
Lillian Etchells, 1073 Montana Ave., Portland
Bertha Emmerick, Walterville
Lloyd A. Enlund, North Bend
Gladys J. Evans, Monmouth
Evans E. Stanley, Monmouth
Mabel Fleetwood, Corvallis
Florence K. Fink, 54 Ella St., Portland
Emma M. Finney, Salem
Bessie Flanagan, Marshfield
Edna M. Fitts, Salem
Bessie Fountain, Waterville
Florence Foster, 689 13th Ave., Eugene
James R. Forsythe, Monmouth
Lena Foster, Junction City
Dorothy E. Foster, 509 Columbia, Portland
Zella Follet, Pendleton
Emma Frantz, Donora, Pa.
Frances Gardiner, Baker
Laura Gard, 2013 E. Burnside St., Portland
Maude Gage, Mitchell
Grace Gaffney, Gates
Edna Gard, 2013 E. Burnside St., Portland

Lena M. Gilman, Portland
Millard Gilbreath, Riddle
Genevieve Gillespie, Independence
Margery Gilbert, 1395 S. High St., Salem
Myrta Gerwig, 1316 N. E. 11th St., Portland
Dora Gebers, Grants Pass
Jennie C. Gibson, Dallas
Winifred Glossop, Sherwood
Hazel Godard, Waterville
Jessie Gowing, Monmouth
Martha Gren, 1104 Willamette Blvd., Portland
Susie R. Graap, 261 Wheeler St., Portland
Elizabeth Griffin, Portland
Bennie E. Hammer, Molalla
Margaret Halvorsen, Monmouth
Hazel Hall, 14 Crawford St., Portland
Elizabeth Hannan, Buxton
Ruth Halgarth, Elgin
Ruth Hacking, Corvallis
Helen Holvorsen, 775 Minnesota Ave., Portland
Mrs. Maggie Hamm, Monmouth
Clara Hager, Eugene
Geo. Hansen, Moro
Harold Haley, Monmouth
Esther Holvorsen, Monmouth
Helen M. Hall, 1436 E. Glisan St., Portland
Zelda Hamilton, Portland
Bessie M. Hanseth, Selma
Frieda Hall, Salem
Estella Hatfield, Troutdale
Delphia Hartzog, Corvallis
Loretta Haring, Florence
Mildred L. Hawes, 352 E. 46th St., Portland
Laura G. Harvey, Lents
Ethel Harris, Independence
Doris Harding, Cottage Grove
Gertrude Hargreaves, Milwaukie
Irene Haskins, The Dalles
M. E. Hays, Santa Clara
Bertha H. Harpole, Junction City
Julia Hedlund, 883 Missouri Ave., Portland
Louis Hewitt, Independence
Blanche Herman, Harrisburg
Sophie Henderson, 302 E. 41st Ave., Portland
Mary Hendricks, Harriman
Gertrude Heffley, Monmouth
Florence Hill, Sherwood
Ruby L. Hickethier, Drain
Grace Hockema, Alsea
Wm. C. Hoppes, Eugene
Barbara Hoch, Pendleton
Audrey Holmes, Central Point
Zena Houser, Echo
Faith Holredge, Creswell
Erma Hope, Vale
Elizabeth Howett, Gresham
Genevieve A. Hogan, Medford
Ethel Hughes, Canyonville
E. M. Hutchinson, 862 Michigan Ave., Portland
Elizabeth Hufford, Bridge
Clara Irvin, Eugene
Elsie Isaacson, 767 Haight St., Portland
A. C. Ingram, Cove
Mrs. A. C. Ingram, Cove
Ruth Jamieson, Eugene
Ora Jameson, Riverton
Jean Olive Jacobs, 446 10th St., Portland
Helen E. Jeffers, 739 Irving St., Portland
Annie Jensen, Junction City
Anna F. Jerzyk, Rainier
Helen Johnston, Jefferson
Jennie Johnston, Klamath Falls
May C. Johnson, Phoenix
Rose E. Johnson, Hillsdale
Florence L. Johnson, 1196 Omaha St., Portland
Valma Johnson, 867 Albina Ave., Portland
Gwendolen Jones, Ione
Florence E. Johnson, Seaside
Anna Johanson, Blachly
Minnie Johnson, 166 Fargo St., Portland
May C. Johnson, Phoenix
Mayme Kane, Monmouth
Bertha Karcher, Roseburg
Jno. S. Kaup, Salem
Florence Kerr, 1129 Williams Ave., Portland
Hazel Kerr, Oregon City
Russell Kellow, Hebo
Hulda M. Kehrli, Hillsdale
Eva Kennedy, Paradise, Cal.
Lois Kellogg, Eugene
Hazel Kellogg, Salem
Lenna Keyt, Monmouth
Ethel Kelly, Drain
Irene Keefe, 1575 S. Commercial St., Portland
Wanda A. Keyt, Monmouth
Mary Kirkwood, 98 E. 83rd St., Portland

Elsie Kinley, Bandon
Ethel Kieler, Newberg
Mabel King, Silverton
Zola M. Kirry, Forest Grove
Anna M. Kleinwachter, Eugene
Florence L. Kohlhagen, Roseburg
Esther Krupke, 544 E. 33rd St., Portland
Anna Krussow, Hood River
Inez Kraeft, 674 Borthwick Ave., Portland
Mary Kotan, Crabtree
Violet Laufman, Monmouth
Martha V. Larson, Fernhill
Bernice Larsen, Suver
Coral Lake, Independence
Alice Larson, Salem
May V. Lavin, 444 E. 8th St. N., Portland
Etta Lamson, The Dalles
Kate Lansbery, Springfield
Laura I. Leach, Tillamook
Cora Letteker, Murphy
Helena Le Roy, Williams
Thelma Leffel, La Grande
Nellie Lewis, Fernhill
Mildred E. Lewis, Monmouth
Madaline Logan, McMinnville
Bernice Lloyd, Imbler
Nellie Loughran, Portland
Arley Libby, Jefferson
P. W. Loucks, Brownsville
Emelia Lindahl, 803 Missouri Ave., Portland
Elida Loynes, Forest Grove
Verena Lucas, Rickreall
G. H. Lund, Cove
Dena Lund, Cove
Reta Lynn, 348 Crosby St., Portland
Grace E. Male, Springfield
Marian McDonald, Monmouth
Edna Martin, Imbler
Marian Macy, Coburg
Elizabeth Mathews, Portland
Mary Maclay, Columbia City
Lila Macy, 575 Nehalem Ave., Portland
Adah Mass, Oregon City
L. A. Maynard, Milwaukie
Otto Mayfield, Sheridan
Mildred B. Matney, Portland
Nora B. Maclay, Columbia City
Ellen Madsen, 794 Michigan Ave., Portland
Velma McConkie, Monmouth
Ella McCulloch, Lorane
Lillian H. McFarland, Oakridge
Grace McCann, Kerby
Marian McCauley, Salem
Edith McCourt, Albany
Belle McAllister, Monmouth
Dove McGee, Albany
Adabel McCord, Oakland
Elsie McKay, Monmouth
Clem McKinney, Monmouth
Lulu McNees, Wallowa
Grace McNickolas, 595 Albina Ave., Portland
Rosa Meyer, Crabtree
Norma D. Medler, Wasco
Marie Mettie, Ukiah
Harry J. Mehring, Tangent
Olive Merrill, Gresham
Katherine Misslich, 583 Powell St., Portland
Minnie B. Miller, 622 Seneca St., Portland
Mary Miller, Oregon City
Elsie Miller, Gold Hill
Elizabeth E. Miller, Leland
Erica Moore, Monmouth
Blanche Morey, Grants Pass
E. Lura Morgan, Bandon
Ernest A. Morgan, Milwaukie
Ruby Moench, Albany
Mrs. Elsie Moore, Salem
Maud I. Moore, Monmouth
Lyrel Morris, Plymouth, Ind.
N. Marie Morrison, Mars
W. Jay Mulkey, Jr., Monmouth
Chad Newhouse, Forest Grove
Annie Nelson, 245 Clatskanie Ave., Portland
Marguerite Neilsen, The Dalles
Ida Neilson, The Dalles
Winafred Nelson, 144 Alberta St., Portland
Gertrude Nickelsen, Hood River
Mattey Neely, Monmouth
Margaret Nelson, 838 Montana Ave., Portland
Arty Nettleton, Corvallis
Lavera Nelson, Bandon
Mabel Noyes, Umapine
Elizabeth Northup, McMinnville
Minnie L. Nolen, 515 N. Hayes St., Portland
Flora Noyes, Umapine
Julia Noble, Monmouth
Frances O'Connor, Hillsboro
Edward W. Oliver, Portland
Helen M. Ogden, 907 Kerby St., Portland
Viola O'Connor, Monmouth
Marguerite Oliphant, Dundee

Dovie E. Odom, Dallas
Reta Olson, 882 Woodworth Ave., Portland
Iris Osborn, Culver
Vera A. Olin, Cascade Locks
Olianna Olson, Toledo
Jennie W. Olin, 709 E. Polk St., Portland
Edith Oliver, 505 E. 13th Ave., Portland
Ida S. Olson, Macleay
Bertine Olson, Toledo
Addie Patterson, Salem
Margaret Parrott, Salem
Marion Parkhurst, 666 Schuyler St., Portland
D. B. Parkes, Monmouth
Grace Parker, Monmouth
Frances Parslow, Roseburg
Norma L. Pasquay, Portland
Mary N. Padden, Creswell
Irma Phillips, Corvallis
Margaret Peattie, 609 South Ave., Portland
Stella Perry, Hood River
Flossie Perce, Clackamas
Corinne Pennington, Clarksville
Edith Pentney, Edenbower
Esther F. Pearson, Roseburg
Edna Perryman, La Grande
Edith Pitts, 4103 53rd Ave., Portland
Gladys Perkins, 545 Grand Ave., Portland
Lucille Pierce, La Grande
Lela Pio, 331 E. 12th St., Portland
Gladys Putnam, Independence
Marie Powell, Lafayette
Dora Pratt, Grants Pass
Etta Powell, Lebanon
Phyllis E. Purdin, 1148 E. Harrison St., Portland
Grace Polk, Corvallis
Esther Plank, Woodburn
Lourena Rawson, 123 W. Tyler St., Portland
Mamie Radabaugh, Pleasant Hill
Esther Rayot, Portland
Mary Randall, 579 E. 18th St. N., Portland
Ruby Rasmussen, Corbett
Stella Redford, Eugene
Jessie Reese, McMinnville
Lottie Rippey, 322 W. Broadway St., Portland
Mamie Richardson, Independence
Marion Richmond, 145 E. 33rd St., Portland
Cyril Richardson, Independence
Jessie Robertson, 4714 Powell St., Portland
Olive Robb, Eugene
Willeska Roberts, Eagle Point
Lillian Robertson, 544 Malden Ave., Portland
Tina Roberts, Dallas
Clare Roach, Pendleton
Agnes Robinson, Medford
Mary Rorick, Corvallis
Mabel Robbins, La Grande
Ruth W. Russell, Newberg
Clara Rutherford, Canby
Grace Sacre, Monmouth
Wanda Sain, Gaston
Agnes Sandquist, Marshfield
Edw. A. Sayre, Monmouth
Helen Schunesen, Rainier
Carmen Schmidli, Oregon City
Minna Schassen, Kent
Katherine Schunesen, Rainier
Hazel Schott, Condon
Marcia Selleck, Boyd
Dia Dama Sefton, Hugo
Thelma Selling, 941 Mallory Ave., Portland
Marietta Shinn, Independence
Carlton Shanks, Dallas
Alma Sherman, Pendleton
Vivian Shumaker, Jefferson
Blanche Shelley, Merlin
Gaynelle Shore, Monmouth
Daisy Slate, Tangent
Ethel Sloop, Tangent
Leonilla L. Smith, Dallas
Olive M. Smith, Springfield
Esta Smith, Haines
Gladys Smith, Gardiner
Mabel H. Smith, Payette, Ida.
Abbie Smith, Elkton
Beulah Smith, Grants Pass
Clarence R. Soderstrom, Tangent
Mignon Swanson, Lebanon
Bessie Swope, Independence
Leone Stephens, Veneta
Barbara Steinberg, Monmouth
Raymond Stenback, Summit
Agnes Sullivan, 759 Williams Ave., Portland
Alice Stennick, 648 E. Ash St., Portland
Jean Strachan, Dufur
Nancy Gertrude Swank, Tangent
Vetta Starr, Oakland
Laura Strong, Portland
Charles Strong, Monmouth
Sylvia Sturgill, Halfway

La Verne Springer, Monmouth
Margaret Sullivan, 759 Williams Ave., Portland
Mary Stevenson, Medford
Helen Strauser, 287 Prescott St., Portland
S. D. Stevens, Heppner
Winnona Strom, Eugene
Pearl Stewart, Hood River
Mary Tate, Wasco
Wanda Taylor, Junction City
Margaret Tallman, Corvallis
Elizabeth Tallman, Monmouth
Frances Tate, Wasco
Joyce Teeters, Cottage Grove
Gladys Thompson, Monmouth
Clara Thompson, Monkland
Maggie Thompson, Harrisburg
Anna Thompson, Tualatin
Alice E. Tomkins, Cascade Locks
Edna Tooley, Joseph
Frances C. Tousey, 1346 Delaware Ave., Portland
Aileen Townsend, Portland
Nellie Tolman, Hood River
Ruth Tillotson, Waldo Hall, Corvallis
Margaret Tiffany, Eugene
Dudley Tobin, 1024 Vancouver Ave., Portland
Mary Townsend, 333 Portland Blvd., Portland
Elva Troedsen, Morgan
Myrtle Tuttle, Dryden
Laura Z. Turnidge, Sheridan
Mary Viegas, Monument
Edith Van Kleek, Beaverton
Birchard A. Van Loan, Monmouth
Eva Vasbinder, Pasadena, Cal.
Edith Valck, 834 E. 33rd St. N., Portland
Lita Waters, Salem
Eloise Watson, 130 Echo St., Portland
Jen Walker, Reedsport
Florence Walker, Independence
Pearl R. Walker, Bandon
Kathryn Ward, Neskowin
Lillie Wattenberger, Echo
Victoria Westersund, Astoria
Bertha Weber, Brownsville
Alice Webster, McMinnville
John X. Webber, Independence
Helen Whitcomb, 425 E. 57th St., Portland
Grace Wilhelm, Creswell
Mrs. Etta Wharton, Monmouth
Jet Whitmore, Enterprise
Ida White, Missoula
Amy E. Whipple, Canby
Delie Whisenant, Medford
Ruth Wilson, Suver
Grace Williams, Monmouth
Frances Wilbur, 397 Church St., Portland
Martha C. Wikberg, Salem
Olga Wikberg, Salem
Inez H. Willits, Persist
Alice Wilson, Astoria
Floyd W. Williams, Monmouth
Ruth Matie Wiley, Portland
Oscar Williamson, Monmouth
Ruth Wilson, Kent
Ruth D. Worden, 1085 Belmont St., Portland
Viola Wolf, The Dalles
Oak D. Wood, Monmouth
Henrietta Wolfer, Hubbard
Grace Ziegler, 309 Holladay Ave., Portland
Dora Zimmerman, Medford
Edna L. Young, Portland

GRADUATING CLASSES

FEBRUARY, 1917

*Adams, Edith M.
Allen, Flora
Baird, Nora
*Baker, Ray
Barnicott, Bessie
Bengston, Dorothy
Caldwell, Elsie
Calkins, Nelta
Chandler, Bernice
Clark, Ruth
*Copenhaver, Myrtle
Crosby, Mrs. Mayme
Davidson, Bessie
Easterbrook, Alice
Enlund, Lloyd
Foster, Florence
*Foster, Lena
Frantz, Emma
*Gardinier, Frances
*Halvorsen, Margaret
Hamm, Mrs. Margaret
Harvey, Laura
Hays, M. E.
Hedlund, Julia
Henderson, Sophia
Ingram, A. C.
*Johnston, Jennie
*Kerr, Hazel
*Keyt, Wanda
Libby, Arley
*Loucks, Paul
*Lund, Dena
McGee, Dove
*Mass, Adah
*Maclay, Mary
Mettie, Marie
*Meyer, Rosa
Northup, Elizabeth
*Odom, Dovie E.
*Oliver, Edith
Parrott, Margaret
Perce, Flossie
Polk, Grace
*Rippey, Lottie
*Rutherford, Clara
Schmidli, Carmen
Strong, Laura
Thompson, Gladys
*Tobin, Dudley
Turnidge, Laura
Valck, Edith
Wattenburger, Lillie
Whitcomb, Helen

JUNE, 1917

Allen, Frankie
Allen, Mabel Lillian
*Allen, Minnie
*Allen, Rea
Anderson, Helen
*Anderson, Elinor
Anderson, Esther A.
Andrews, Dorothy
Andrews, Martha
*Baker, Alma
Baker, N. A.
Ball, Helen E.
*Barlow, Madeline
Barton, Nellie
Basford, Stella
Bayley, Prudence
Beutgen, Gladys
*Boardman, Grace
Bollier, May
Bonebrake, Lucile
Bowman, J. Carl
*Brophy, Marguerite
*Brown, Edwin
*Brown, Jay J.
*Brown, J. Paul
Burns, Thos. L.
*Bushnell, Hazel
*Butler, Marion
Byers, Zina G.
Carmack, Verl
Carter, Agnes
Cellers, Merle
Chase, Lila
Childs, Gladys
*Cole, Nellie
Connell, A. M.
Cowgill, Lois A.
Craven, Lucille L.
Crocker, Daisy
Dalton, Helene
Damon, Ruth
*Dawson, Grace B.
*Deggendorfer, Mary
Delahunt, Lucile
Dicken, Eva
*Dickson, Beulah
*Dobell, R. W.
Dunton, Gleam
Dunton, Nina
*Dykstra, R. G.
Earsley, Bessie
Eckstrom, Alice V.
*Ellsworth, Hazel F.
Evans, E. Stanley
Forsythe, James
Foster, Dorothy
Fountain, Bessie
Gilbert, Margery
Gillespie, Genevieve
Hall, Helen
Hallgarth, Ruth
*Halvorsen, Esther
Hammer, Bennie
Harris, Ethel
Hartzog, Delphia
Haskins, Irene
Hatfield, Estella
Heffley, Gertrude
*Hendricks, Mary
*Hewitt, Lois E.
Hock, Barbara
Holdredge, Faith
*Hoppes, W. C.
Houser, Zena
Howitt, Elizabeth
Isaacson, Elsie
Johnson, Florence L.
Jones, Gwendolen
Karcher, Bertha
Kellogg, Lois
Keyt, Lenna
Kinley, Elsie
Kirkwood, Mary
*Kleinwachter, Anna M.
Krupke, Esther
*Lake, Coral
*Lamson, Etta
Laufman, Violet
Leffel, Thelma
Lewis, Nellie
Lloyd, Bernice
*Loughran, Mrs. Nellie
Lund, Herman
McConkie, Velma
*McCord, Adabel
*McCourt, Edith
*McFarland, Lillian
Male, Grace
Martin, Edna
Mayfield, Otta
*Maynard, Mrs. L. A.
Merrill, Olive
Miller, Elizabeth E.
Misslich, Katherine
*Moench, Ruby
Morgan, E. Lura
Nickelsen, Gertrude
Nielsen, Marguerite
*Noyes, Mabel
O'Connor, Viola
*Olin, Vera
Oliphant, Marguerite
Pennington, Corinne
Pentney, Edith
Pio, Lela
Plank, Esther
Putnam, Gladys
Radabaugh, Mamie
Randall, Mary
Rasmussen, Ruby
Redford, Stella
Resse, Jessie
Richmond, Marion
Robb, Olive
Roberts, Willeska
Robertson, Jessie
Robinson, Agnes
Sacre, Mrs. Grace T.
Schumesen, Katherine
Sherman, Alma
*Smith, Esta
*Smith, Leonilla
Smith, Olive
Springer, Catherine
Stennick, Alice
*Stephens, Leone
Stevenson, Mary
*Strachan, Jean
Swank, Gertrude
Swope, Bessie
Thompson, Anna
Tiffany, Margaret
*Tooley, Mrs. Edna
Townsend, Aileen
Troedson, Elva
*Tuttle, Myrtle
Walker, Florence
*Waters, Lita
*Weber, Bertha
Webster, Alice
Westersund, Victoria
*Whipple, Amy
Wiley, Ruth M.
*Wilhelm, Grace
Williams, Grace
Wilson, Alice
Wolfer, Henrietta
Wolff, Viola
*Ziegler, Grace

* Work to be completed in summer school.

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